STRATEGIES FOR RESPONDING TO CAMPUS BIAS AND HATE
ANTI-BIAS/HARASSMENT COMMITTEE TRAINING

TRAINING PLAN

Description: *Nig*&^! Bit#@! Fa*! These are words that challenge civility on college campuses, negatively impacting a college’s sense of community, and require a significant, thoughtful and strategic response from campus leaders. This training is intended to assist college leaders in developing a comprehensive strategy for creating community in the midst of bias and hate.

This training is focused on assisting faculty, administrators, staff and students develop an effective bias response plan. The training is structured to guide those responsible for developing a bias response plan to better understand the impact of bias and hate on the various constituencies of the college, specifically in the areas of sex/gender, race/ethnicity, sexual orientation and religion. Given the historic and contemporary challenges that most institutions have in responding to campus bias/hate events, this training will provide an opportunity to be proactive in addressing this important issue.

In order to maximize the involvement of participants in this process, the training will revolve around and require individual involvement, feedback and analysis on campus culture and climate, and engage the participants in a process that requires them to develop strategies for advancing as an institution and support individuals and groups affected by bias/hate incidences. This training will allow participants to be contemplative, generate ideas individually and in groups, address campus conflicts, and develop a process for long-term planning and support.

The training is intended to be useful and pragmatic, using participants’ perspectives and input, as well as provocative and interactive by utilizing contemporary examples from popular culture and including interactive exercises and small and large group discussions. This training will integrate multiculturally competency as a core theoretical component of the planning and professional development process, which is highly dependent on individual self-exploration and group collaboration.

TRAINING OUTLINE

A) TRAINING OVERVIEW AND GROUP FACILITATION PREPARATION
   1) Provide an Introduction of Bias Incidents in Higher Education – Country and Region
   2) Review the Scope of the Training
      i) Participant Rules and Agreements
      ii) Training Leaders’ Background, Perspectives and Intentions
   3) Group Connections, Identity, and Preparations for Dialogue

B) UNDERSTANDING CAMPUS BIAS
   1) Identity, Culture and Perspective – Multiple Paths of Being, Knowing, and Viewing the World
   2) The Normalcy of Bias – Project Implicit Results
   3) Understanding our Campus Culture and Climate
      i) How does our campus culture reflect a cultural norm?
      ii) When did someone show hate or bias towards you?
C) CAMPUS BIAS – Campus Bias/Hate Reality, Preparation and Status Report

1) Developing/Enhancing Emotional and Conceptual Intelligence through Examples of Bias/Hate through Representations/Video Clips
   i) How does this manifest on your campus?

   i) List types of bias/hate that has occurred on our campuses.
   ii) Where and how does bias/hate reflect itself
      (1) Relationships
      (2) Derogatory Comments – verbal and graffiti
      (3) Internet – facebook, webpages, emails
      (4) Newspaper articles
      (5) Classroom – faculty and students

D) Campus Responses to Bias/Hate

1) Developing/Enhancing Emotional and Conceptual Intelligence through Examples of Bias/Hate through Media Representations/Video Clips

2) Process for Responding to Campus Bias/Hate
   i) Structure:
      (1) Formal
      (2) Informal
   ii) Decision-Makers/Power
   iii) What is the process for responding?
   iv) How effective is the response?
   v) Community Critique to Responses
      (1) Are these processes adequate to students?
      (2) Employees?
   vi) Types of responses.
      (1) Written Communication – letters and email
      (2) Campus Programs – residence hall programs, lectures, and workshops
      (3) Campus rally
      (4) Town hall meetings
   vii) Source of Responses
      (1) Campus leaders
         (a) President
         (b) VPs
      (2) Student Organizations

E) Impact and Manifestations of Bias/Hate

   i) Video Review: American Identity and Oppression: Inclusion, Power and Privilege
   ii) Micro Aggression and Bias

2) Understanding the Impact of Incidents on the Entire Campus and Targeted Communities

F) Strategies for Developing a Bias Response Process

1) Institutional Responsibility
   i) Raising awareness of importance of creating formal process
   ii) Bringing key players together with support and sanction of President/VPs
   iii) Developing a process where all have ownership

2) Positioning of Response Process
   i) Major issue: Full Disclosure vs. Institutional Protection

3) Developing Your Process
   i) Committee Members
(1) Inclusive and broad?
(2) Power/Decision-Making Ability
(3) Impact on Implementation

ii) Implementation Factors
(1) Informing key community members, including student leaders
(2) Supporting those who’ve been targeted, individually and their group and allies
(3) Officials to contact – VPs, President, Police, Counselors
(4) Activity/Program
(5) General Awareness and Education Programs
(6) Documentation of Incident
(7) Impact on Climate/Culture
(8) Follow Up

**Tchet Dereic Dorman** is the President of Pyramid Consulting Services, an educational services company that provides evaluation, assessment, training and consultation services. Tchet has a wide variety of experiences as an educator, administrator, grant-writer and diversity consultant. He has been a university faculty member or administrator at 13 colleges and universities throughout the U.S. He presently serves as the Director of the Center for Social Justice and Multicultural Education in the Office of Multicultural Affairs at Temple University.

He has been the Director of Multicultural Affairs at both Albright College (Reading, Pennsylvania) and Lebanon Valley College (Annville, Pennsylvania), leading the colleges’ efforts to create a multiculturally-competent campus community. In both cases, he has organized faculty, administrators and students around creating campus-wide plans for achieving the goals of multiculturalism; recognizing that every part of the community must be involved in eradicating racism, sexism, classism, homophobia, ableism, ageism, and religious intolerance. As an Assistant Professor at Philadelphia University, he taught courses titled *Gender Studies; Social Conflict; and Race, Class and Gender in the Global Village*. At Temple, he taught courses in *African American History, African Literature and Introduction to African American Studies*. At Community College of Philadelphia, he has taught *Introduction to Sociology and Cultural Anthropology*. At Harrisburg Area Community College, he taught *Black History*. On the secondary level, he has taught Pre-Calculus, Algebra and Geometry.

Tchet served as the National Secretary of the African Heritage Studies Association, the Vice President of the National Black Student Unity Congress, and the President and Conference Chair for the Pennsylvania chapter of the National Association for Multicultural Education. For the past five years, he has been a major organizer of the Pennsylvania Association of Liaisons and Officers of Multicultural Affairs on the statewide level and in both central and southeastern Pennsylvania. He was named the *Educator of the Year* by the National Association for Multicultural Education in 2007 and serves on their national board of directors as the Region 3 Director. Tchet achieved doctoral candidacy status in African American Studies at Temple, where he also received his Master’s degree in African American Studies. He received his Bachelor’s degree in Black Studies and Government from Oberlin College in Ohio.